

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

Vol. X.

ST. LOUIS, NOVEMBER, 1877.

No. 11.

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ST. LOUIS, NOVEMBER, 1877.

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"YES, yes!" said Colonel Soper, Gen. Supt. of the St. Louis, I. M. and S. R. R. "Yes, we will make it half fare—that is, we will return free all who pay full fare in going to your Educational Convention in Southeast Missouri. Get out the teachers and the school officers too," said Colonel Soper, "and stir up the people! That is what is needed not only in Southeast Missouri, but in Arkansas and Texas. We have excellent land on the line of our road—a fine climate—and now if good schools can be established, the Southwest will prosper. Our road will do its full share in this direction," said the Colonel. "Get out the people, stir up an interest in the convention—make it a success, and all who attend, and pay full fare going, shall be returned free."

—The JOURNAL needs no recommendation, it recommends itself. "I read other journals, but I study the American." "I find the American more practical, and more helpful to teachers, than any other journal published." We might fill a volume with cheering expressions like the above.

—The Iowa State Teachers' Association will be held at Cedar Rapids, December 26, 27, and 28.

—The teacher who does not read and think, will soon lack not only knowledge, but vigor in teaching what he already knows.

We tender our sincere thanks to those who are at work so efficiently and successfully to extend our circulation.

Ten or twelve copies of this journal circulated in a neighborhood will insure about one hundred intelligent and interested friends of good schools.

ONE of our most practical and experienced teachers, in reading the proof of Prof. Baldwin's article on "School Management" in this issue, says: "That article will be worth more than \$100,000 to the schools of this country."

We think so, too.

M.

THE article on Southeast Missouri, by Hon. R. D. Shannon, will deservedly attract attention. It discusses ably and fearlessly the causes which have been at work to retard the progress of education, not only in Southeast Missouri, but in a very large area of territory in the United States.

A better day is dawning. Each centre of intelligent action and sympathy helps to create others, and so the good work progresses.

THE teachers of Texas are working more effectively and harmoniously than ever before.

We tender our thanks for the kindness of an election as an honorary member of "The Texas Educational Association."

The officers elected for the first year are as follows:

Maj. J. M. Richardson, President, Sulphur Springs.

Dr. M. B. Franklin, First Vice President, Grapevine.

Rev. J. R. Malone, Chaplain, Lisbon.

Prof. Wm. H. Allen, Recording Secretary, Dallas.

H. A. Spencer, Cor. Secretary and Treasurer, Dallas.

It is requested that auxiliary associations be organized in each county and congressional district, and that delegates be sent therefrom to the State Association.

Its objects are to cultivate fraternal feelings; to elevate and to ennoble ourselves and our profession; to unite teachers in harmonious co-operation; to enlighten the public mind on the school question, and to advance all the educational interests of the State. Annual sessions are to be held. Of the time and place of the next, public notice will be given.

Our friend, Rev. John Washburn, formerly President of Ewing College, Illinois, has located at San Antonio.

He is not only one of the most energetic and competent men in the educational work, but one of the most patient and industrious workers we have.

CALL on us for any help you may need in organizing your schools, or

your "reading clubs," or for any information you may need.

We know how difficult it is for teachers remote from large places, to secure what is needed. Send stamp for reply. Don't write on postal cards and neglect to state your post-office address.

ARKANSAS teachers and school officers are determined not only to make the most of their present school law, but to supplement its deficiencies, if it is necessary, to inaugurate and sustain good schools.

Under the direction and efficient management of Hon. Geo. W. Hill, the State Superintendent, new schools are being organized in every county in the State.

—The teacher who attempts to build up his own school by ruining other schools, is, to say the least, very short-sighted. There is room enough for all and work enough for all.

Education is one of those beneficent things by which "giving doth not impoverish, or withholding make rich."

—The second term of the State Normal at Kirksville, Mo., begins Nov. 20. The school, now in its eleventh year, was never in a better condition. Sixty counties are represented. Last year 600 students were enrolled.

HON. S. M. ETTER, State Superintendent of Public Instruction in Illinois, has proved to be an honest, capable, efficient officer, doing a vast amount of good work in the right direction.

ANY of the valuable and interesting books noticed in this journal, will be sent to teachers or others, post-paid, on receipt of price.

Whatever makes us either think or feel strongly, adds to our power, and enlarges our field of action.

The more difficulty there is in creating good men, the more they are used when they come.



J. B. MERWIN EDITOR.

ST. LOUIS, NOVEMBER, 1877.

We do not hold ourselves responsible for any views or opinions expressed in the communications of our correspondents.

—The Eleventh Volume begins with the January number. For ten years the JOURNAL has visited all parts of the United States, regularly, and has met the unqualified approval of educators. The eleventh volume, we may safely say, will be superior to any of its predecessors. In clubs of five, one dollar a year.

Iowa sent us over four hundred subscribers last month. Kansas and Texas follow on close behind. Our teachers will find the JOURNAL paying a large per cent. on the investment. It costs only \$1 per year in clubs of five—postage prepaid. Single subscribers, \$1 60 per year.

THE "reading clubs" recommended by the JOURNAL begin to tell. Every teacher would do well to organize one. They will interest, instruct, and unite all.

COMBINATIONS.

THAT teacher, that individual, will be most successful in any community, who can combine with others, and so utilize what of ability or strength, or of good they find already existing.

Each can do something, and by a little attention given to the matter, this "something" can be readily ascertained. Then you have gained an important point; you have the key to the situation. Now then use this and combine this with others, and you begin not only to lay a strong foundation, but to build up and strengthen.

A teacher can soon set all the pupils at work helping themselves and helping others, too, giving the fullest and freest play to activities set at work in the right direction. There is a very practical and wise suggestion for our teachers in what John Stuart Mill said on this point:

"A government or community cannot have too much of that kind of activity which does not impede, but aids and stimulates, individual exertion and development.

The mischief begins when, instead of calling forth the activities and powers, and enlisting the interest of individuals and bodies, it substitutes its own activity for theirs; when, instead of informing, advising, and upon occasion admonishing, it makes them work in fetters, or bids them stand still, and does their work for them instead of with them.

The worth of any organized body, in a long run, is the worth of the individuals composing it; and a State that infringes, abridges, or postpones the interests of their mental expansion and elevation, by a little more of administrative skill, or that semblance of it which practice gives in the details of business; a State which dwarfs its men in order that they may be more docile instruments in its hands even for beneficial purposes, will find that with small men no great thing can really be accomplished; and that the perfection of machinery to which it has sacrificed everything, will in the end avail it nothing, for want of that vital power which, in order that the machine might work more smoothly, it has preferred to banish."

LOOK AT THE FACTS.

MACHINERY, during the past fifty years, has quadrupled the efficiency of human industry. With the same amount of labor each man may obtain four times the amount of food, clothing and shelter, or for one-fourth of the labor necessary fifty years ago he may obtain as much as the laborer of that period did. Achievement in this direction has but begun. In the future hovers the picture of a humanity so free on the side of its natural wants that its time is its own for spiritual culture. But there is one general training especially requisite for the generations of men who are to act as directors of

machinery, and of business that depends upon it—this training is in the habits of punctuality and regularity. A human being may wait for the arrival of another, but a machine will not make any allowance for subjective whims, or caprices, or failures in obedience to the laws of time and space. The fact that so much of labor depends upon machinery, makes itself felt through all occupations of life. The necessity of conformity to the time of the train, to the starting of work in the manufactory, fixes the time for the minor affairs of life (eating, sleeping, recreation, etc.,) with absolute precision. Only by obedience to these abstract external laws of time and place may we achieve that social combination necessary to free us from degrading slavery to our physical wants and necessities.

But the school makes these duties the ground and means of higher duties. They are indispensable, but no ultimatum. They render possible higher spiritual culture. The quick and prompt obedience of the pupil in simple mechanical training, renders him penetrable and accessible to lessons of higher import. To this end the discipline extends to calisthenics; the pupil is taught to sacrifice his arbitrary control over his body and to combine regularly and punctually with others in imitating prescribed bodily gestures or exercises. Thus his sense of rhythm—or regular combination with others—becomes further developed. Through this becomes possible the training of general habits of proper position for sitting and standing, proper modes of speaking, addressing others—in general the formalities of polite intercourse.

EDUCATION AND PROPERTY.

SUFFRAGE REFORM has long been a subject of political discussion—but of discussion only. The legislative mind, acutely sensitive to the necessities of temperance, and the sufferings of dumb animals, has so far been impervious to the intellectual demands of our commonwealth, and the moral requirements of its population. The futile debate which these latter subjects have called forth, has evolved some questions of national moment, of national necessity, it may be said, to which no practical reply has been vouchsafed. Of the many suggestions thus brought to the surface, one of the most important is, perhaps, the efficiency of popular education as a remedy for the existing evils in the franchise. Another, directed toward the same end, the political enlightenment of the masses, proposes a property qualification as meeting the needs of the desired reform. Either measure, it is held by some, would accomplish the desired aim. It is said that the uneducated classes, and the poorer classes are essentially synonymous terms—a mere distinction without a difference. Those who are poor, are, for the most part, ignorant also, and their disfranchisement, from either cause, would

result in purifying the ballot of its debasing and dangerous element. Such is the view taken by those who desire to improve the character of suffrage rather by excluding than by qualifying the incompetent elector. The latter measure would create an intelligent and responsible constituency by educating the constituents; the former would accomplish the same end by refusing the franchise to all those at present unqualified, the one would place the government on a broader intellectual base, the other would raise the average standard of national intelligence by narrowing the number of national supporters. Although, as we have before said, either suggestion would seemingly have the same beneficial result, yet the modifying circumstances existing in the national government warrant us in drawing the distinctions just made between the effects of the two measures.

A SOLID BASIS.

WHEN we reflect a moment, we shall see that the public schools give us a solid basis of character for good citizenship.

Order, punctuality, obedience and truthfulness are inculcated and insisted upon continually, until these virtues become the fixed habit of the pupil, inwrought into the very life and fiber of his being.

The first requisite of the school is Order: each pupil must be taught first and foremost to conform his behavior to a general standard. Only thus can the school as a community exist and fulfill its functions. In the outset, therefore, a whole family of virtues are taught the pupil, and these are taught so thoroughly, and so constantly enforced, that they become fixed in his character. The method of this moral training is, like that which rules everywhere in the practical world, one of division and repetition. The duty of being a well-behaved pupil is not a vague generality. It divides into specific, well-defined duties. (1) *Punctuality*: the pupil must be at school in time. Sleep, meals, play, business, indisposition—all must give way to the duty of obedience to the external requirements of time. Punctuality does not end with getting to school. While in school it is of equal importance. Combination cannot be achieved without it. The pupil must have his lessons ready at the appointed time, must rise at the tap of the bell, move to the line, return; in short, go through all the evolutions with equal precision. (2) *Regularity* is punctuality reduced to a system. Conformity to the requirements of time in a particular instance is punctuality; made general it becomes regularity. Combination in school rests on these two virtues. They are the most elementary ones of the moral code—it's alphabet.

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WE ENRICH AS WE EDUCATE.

That the acquirement of property is not necessarily accompanied by a proportionate increase in intelligence and soundness of judgment, is a fact which needs nought to sustain its truth but the personal observation of every thinking reader. The knowledge most necessary to the management of property, and usually acquired along with it, is, for the most part, of the character of common sense, cunning, or shrewdness. Such knowledge is always subject to the influence of passion and prejudice, and is often overreached either by the chicanery of demagogues, or by its own self-confidence or distrust. The only unwavering element in politics is composed of men whose conception of principle reaches above the trammels of circumstance, whose sense of patriotism, whose appreciation of statesmanship, are alike intolerant to political sophistry and scheming self-interest. These men are found only among the educated of our citizens, and there they can be found in plenty.

Wherever education and property exist as acquirements, the latter has almost always been a concomitant upon the former; as attainments they sustain the almost invariable relation of cause and effect. The man of wealth is not generally intelligent because he is rich, but rich because he is intelligent; and at the other end of the social scale we find the situation the same: the lower classes are not ignorant because they are poor, but poor because they are ignorant.

The attempt to purify suffrage by a property qualification is, then, to begin at the wrong end of the difficulty,—is an attempt to modify causes by altering effects. The endeavor must first be made to correct the source of our evils, the stream will then purify itself. Educate and we enrich; enrich, and we do nothing more. Intelligent responsibility in the masses is the ultimatum of Suffrage Reform, a consummation which can be realized by education, and by it alone, education diligent and comprehensive, education moral as well as intellectual. No system of law can force instruction upon the masses; such an end can be reached only by making its attainment the price of privilege. A century's exercise has endeared the elective right to every citizen, and he will make every effort to preserve it in his possession, or to regain it when lost. Education, with the modern facilities of free school systems, if made the sole requirement for elective liberty, will be at once accepted by all classes as the condition of free ballot, and eagerly acquired as the price of liberal citizenship.

No man is more than half a man until he has the habit of acting with others, of feeling what it is to have common interests with them, of learning to sacrifice personal sentiments and individual impulses to the good of the people about him.

A NEW EXERCISE.

ELIHU BURRITT gives a cordial endorsement of a new, interesting and profitable exercise, which has been introduced into a number of schools, by the use of a collection of "choice extracts," by an old friend and co-worker, Prof. Charles Northend—author of "Teacher and Parent," "Northend's Teachers' Assistant," "Northend's Speaker," &c., &c.

Mr. Burritt says:

"Prof. Charles Northend, A. M., who for nearly thirty years has been deeply interested in public schools, as superintendent or teacher, has just brought out an admirable collection of 'choice extracts' from about a hundred of the most eminent authors, living or dead. They are, indeed, choice gems of thought and diction, to be committed to memory and recited in schools and family circles, and to be remembered, used, and enjoyed in after life, as lights and guides to profitable reflection. Few of them contain more than two sentences in prose, or one verse in poetry, and require but little time to fix in the memory. I recently attended an exhibition of these gems of literature, which was novel and interesting. The fifty pupils of one of our schools had committed each one of these extracts, and their teacher was invited to bring them all into the State Normal School to give their recitations. A considerable number of ladies and gentlemen were present, and they could hardly have obtained more profitable instruction in literature in the course of an hour. The young reciters took the stand one after another, and gave the choicest passages from different authors, and then appended information in regard to them which they themselves had hunted up in books they had consulted for the purpose. They told us where and when the author lived and died, if dead, and where he resided, if still living; what books he wrote, their titles and subjects, and some aspects of his character, and incidents of his life. In searching for these items of information, the scholars had impressed upon their memories a conception of the writings, which they will be likely to retain through life. And it cannot be too much to say, that the whole adult audience present carried away a knowledge of fifty of the most eminent authors of this and other countries and times, which they had never acquired before, and which they must highly value. It is an exercise that cannot interfere with the routine studies of any pupil, as the extracts are so short that they can be committed to memory in a few minutes, and their recitation once a week might easily and profitably be made part of the routine of the school."

THE American continent is a concave one, while the Old World is a convex continent. Our mountain chains run north and south; those of Asia and Europe east and west. Ours therefore, have the sun on both sides, and culture with us can climb the

mountains; those of the Old World have the sun on the south side, and on the north side are comparatively infertile.

THE school brings profit beside instruction to the pupil—as he is to be a citizen, a soldier, a link in the great chain of the State—because it accustoms him early to the society of which he is a part, and in which he is to live.

AN IMPORTANT QUESTION.

WHAT shall we do with the ignorant voter?

He has neither intelligence, patriotism, nor property.

His vote counts as much in deciding all important questions as the vote of the most intelligent citizen, as the vote of the most patriotic citizen, as the vote of the largest taxpayer.

The requirement of an educational qualification, properly prepared for and supplemented by a judicious system of public schools, would, whilst it restricted the privileges of a portion of our population, still put within the immediate reach of that portion an easy means of placing themselves without the limits of such a stricture,—a means so easy, so simple, and so effective, that its employment would be a matter of voluntary choice even to the poorest and most ignorant. On the other hand, the requirement of a property qualification would invest the lower classes with a conditional right of suffrage which communism only could enable them to exercise. The amount of property necessary as a bond of interest between the private citizen and his government would be so large, that, in the present state of financial depression and the prostration of property interests imminent for some successive generations, the mass of voters disfranchised by such a requirement would ever remain so. Nor will the mutual attitudes of the two measures change with the future circumstances of our government. The facilities for education, increasing daily in scope, will, in the event of an educational qualification, enable the coming elector to grow into the exercise of the franchise as naturally by increase of intelligent responsibility as by maturity of years. The requirements of a property stricture could not be so easily met. The parent's property, often scarcely above the amount necessary to his own enjoyment of the conditions of suffrage, would fall far below that limit when divided among several adult sons; and thus numbers of young citizens would be, for years, excluded from one of the most essential privileges and profitable fields of citizenship—the statesmanship of their government. They could not await the coming of the qualification, the very necessity of which, requires that they should devote their efforts to its attainment, and thus turn their resources of mind and energy into other and irrevocable channels.

There are, moreover, many citizens who, though highly intelligent, and possessed of all the development that moral and mental culture afford, are non-property holders, and yet others, whose property interest, though greater in amount than that required by the specifications of the law, is of such nature that it does not act as a balance to their judgment in a decision between contested political principles. The exclusion of the former class on property grounds shuts out from the exercise of the elective right a part of our population eminently capable of performing the most important and delicate duties of citizenship; whilst the admission of the latter class frustrates the aims of the law by enfranchising a mass whose private interests place them under no necessity of respecting the welfare of the government.

WHY NOT TRY IT?

Editors Journal:

I CANNOT sufficiently thank you for your favors. The articles marked in the JOURNAL sent me were exactly what I wanted; though I had hoped that you would give your own opinion also on "How Best to Teach Geography." There is also another editorial article for which I wish to express my thanks, entitled "Why Not Try It?"

You ask, in this article mentioned, the teacher of the district school to organize his district into "some form for mutual improvement." This is just what we need. It is just what we have undertaken here, and with the help of a few others, successfully carried through, too. It is easily done, and not only useful, but important in its results. We have abandoned the old plan of debates and antagonism, and have adopted something tending more to develop the latent interest and intelligence of the people in this neighborhood. We have, as you so urgently recommend, select reading from standard writers, original essays, a few declamations, and another new feature in such organizations. This is a short lecture or a talk by a single person on some scientific or other important subject. The person who delivers the lecture is questioned and asks questions as he proceeds, and the audience are thus kept wide awake during this exercise. It is intended to be instructive, not only to the lecturer, but to all who will listen. The subject is announced at each meeting for the next week, and all are thus enabled, by reading up on the topic, to listen attentively, and to take part in the discussion. We sometimes have in our meetings a half dozen teachers from other parts of the county to join with us in these exercises. We don't care who comes; we invite all; we go into the subject as earnestly as if we were Huxleys and Carpenters, if not as intelligently.

Well, the consequence is that we are kept interested, we are made to think; we cannot help it. Our plan is a complete success. Yet, if you

can suggest improvements, we will adopt them. You name "Scribner's," "Harpers," and other monthlies. Thank you for the suggestion. Your naming them will induce us to try the "Popular Science Monthly," and the Edinburgh and London quarterlies, which we have. The reading of choice, spirited selections from these, will awaken both young and old. I hope you will bring this subject up again before the educational people of our State, and urge them to adopt something of the kind. I know that our work has borne a rich harvest, which enables us to increase the number of workers in this direction.

R. A. S. WADE.

SIGEL, Mo., Oct. 20, 1877.

IT OUGHT TO BE STATED AND RE-STATED that this JOURNAL OF EDUCATION will show the people who pay the taxes not only what our teachers and school officers are doing, but the necessity for this work as well; when the taxpayers understand this they will provide for the more prompt and liberal payment of the expenses necessary to sustain the schools; hence the teachers and school officers should see to it that copies are taken and circulated in every school district in the United States.

N. B.—Remittances must be made by Post Office orders or registered letters, or draft on this city. We are responsible for no losses on money otherwise sent.

Single subscriptions, \$1 60 per year. In clubs of five, \$1 per year.

OUR schools never were more prosperous and strong, never doing better work. If some of the good cheer and enthusiasm of the pupils and teachers can be communicated in a quiet, effective way to the patrons and parents great good will be done. Talk it over with the pupils, and see what working together you can do. Try a short entertainment some evening, and keep some of your best material in reserve for another. It will most assuredly be called for, if you do not tire the people out by running it too long. Don't put on more than twelve pieces, and have a "social" between, and so show the parents what the school is doing.

MAN must use his intellect as well as his corporeal powers else he will flounder on for years to come under the inflictions of privation, misery, and consequent discords, yet surrounded with a superabundance of everything he requires; and with the idiotic cry of poverty and overproduction ever on his tongue.

It is a good plan to let the "school" make the rules by which it is to be governed for the most part, with some help and suggestions from the teacher and the trustees or directors. Of course nothing can be done unless all are punctual, regular in attendance, law-abiding and harmonious. A school is a Republic on a small scale, where all work for each and each for all.

WHAT DOES IT MEAN?

An Emphatic Protest Against What Seems to be Unfair Dealing.—The Next Session of the National Educational Association Must be Held in St. Louis, or else those interested Must Know the Reason Why, and that Reason must be unquestionably a good one.

Editors Journal:

On the night of August 15th, those who were authorized to select the place for the next meeting of the National Educational Association, definitely determined upon St. Louis. On the 17th I was somewhat surprised to see in the "Courier-Journal" of Louisville, that "a preference was expressed for St. Louis." My suspicion was aroused, and I thought some one who was not satisfied with the selection had adroitly taken this first step toward thwarting the expressed will of the board of directors. When I returned from Kentucky and saw the same or a similar statement in the "Missouri Republican," my suspicion was confirmed; but I determined to await developments. The time has now come to speak out. The reason will appear from what follows.

In the first place, it is not true that "a preference was expressed for St. Louis." The statement is a misrepresentation of what was done, and an ingeniously concocted delusion. St. Louis was selected by a handsome majority on a direct and square issue between it and Philadelphia. All the reasons which could be urged in favor of either place were fully stated, considered and discussed, and on the final, deliberate, test vote, St. Louis stood 14 as against 9 for Philadelphia. Now, it seems that those who favored Philadelphia (or some of them) are not willing to submit to the legitimate decision rendered at Louisville; and I desire to insist that no unfair means shall be resorted to by the minority to bring about that which was rejected by the majority, in a legitimate way, at the proper time and place for deciding this matter.

The board of directors (which alone is authorized to settle this question) met on the night of Aug. 15th—as before stated—in Liederkranz Hall, Louisville. Philadelphia was first named, and the reasons in its favor, as given in the following extract, urged. Milwaukee was next named—then Put-in-Bay, then St. Louis, (by myself), and last Indianapolis.

I urged that the West and South had more need of the influence of the Association than the East,—that St. Louis was the most convenient point for this purpose,—that the Association could be as well accommodated there as elsewhere, and that it would receive as warm a welcome. In opposition it was urged that the Association had not yet met at any point a second time, that it met in St. Louis only seven years ago, while it had not met in Philadelphia for twenty years (when and where it had its inception), and that it ought to go there to

celebrate its twenty-first birth-day, and to commence the "grand rounds" again. These and other reasons were discussed; but when it became evident that St. Louis was the choice of the board, those in favor of Philadelphia began a resort to "tactics." It was proposed, on account of the lateness of the hour, to leave the decision to the executive committee; (which would have been tantamount to a decision in favor of Philadelphia). Hon. J. H. Smart of Indiana objected. I seconded the objection, and the Philadelphia men met their first defeat.

The vote was taken on the places in the order named, and after each vote the place receiving the fewest number of votes was dropped, until a selection was made. St. Louis led from the first, and was chosen by the above given decisive majority. It was fairly chosen, for good reasons, and the decision must stand, unless better reasons for a change are given than those which failed to prevail in Louisville. I insist on fairness in this matter.

To show you how emphatic was the decision, I will relate one circumstance which transpired in the board meeting. When we were discussing the question of reduced fares on railroads and at hotels, one member asked if the place of meeting could not be changed after adjournment. Thereupon a member who had voted for Philadelphia tossed off the remark, "Oh, yes, the executive committee can make a change." I then added: "Gentlemen, let us have this matter distinctly understood: there can be no change unless it shall be discovered that better rates and accommodations can be had elsewhere." No one objected to this position, and hence it was adopted as the decision of the board.

It would certainly not be fair for me to ask that my individual wishes should be regarded, and humored, as against the wishes of the board, and it is quite as unfair for my friends Wickersham and Henkle to undertake to carry the day against the large majority that opposed them at Louisville. They are likely to hear other protests, and stronger ones than this.

In the October number of the "Pennsylvania School Journal" I find the following:

"The next meeting of the National Teachers' Association is quite likely, after all, to be held at Philadelphia. The Ohio 'Educational Monthly,' for September, edited by Hon. W. D. Henkle, the Secretary of the Association, who would not write without good reasons on such a subject, says:

The next meeting of the Association will most probably be held either in Philadelphia or St. Louis. In a vote in the board of directors, a majority of those present favored St. Louis. As the Association was organized in Philadelphia in 1857, and has never met a second time in any place, it is hoped that when it is 21 years old it will return to Philadelphia. Another reason for this is the cordial and numerous invitations re-

ceived from different bodies in Philadelphia, and the fact that no invitations were received from St. Louis direct. The Association met in 1871 in St. Louis and was received grandly, and therefore, it does not seem to be judicious to return so soon to the city without a very pressing invitation from the city direct. The energetic State Superintendent, the Hon. R. D. Shannon, who tendered the invitation, no doubt felt sure the Association would be welcome. We feel, however, that it would be peculiarly best for the Association to meet next time in Philadelphia. The Hon. J. P. Wickersham has expressed himself as confident that 1,000 members would be enrolled next year if the Association should meet in Philadelphia. In view of the crippled condition of the Association as to its publication fund, we hope the executive committee will decide to go to Philadelphia. Already some of those who voted for St. Louis, have, for sufficient reasons, changed their preferences to Philadelphia."

In view of what has been stated, is this fair?

In the foregoing it is intimated that the Association would not be welcome in St. Louis. Now let St. Louis answer.

Messrs. Editors: I desire the Association to meet where it can do the most good, and where it will itself realize most good; and if it be shown that St. Louis is not the place I will cheerfully go elsewhere. I really have a personal preference for another point, for peculiar reasons, but the South and West earnestly asked that St. Louis be the place next year,—I am satisfied the educational interests of the South and West demand this location, and I again insist there shall be no dodging. Respectfully,

R. D. SHANNON,
State Supt. of Public Schools.

WOMEN AS TEACHERS.

THE work of the teacher becomes, with our civilization and under our system, a labor of much complexity, requiring for success a wide range of faculties, which are, however, capable of division into two classes, those bearing directly upon education proper, and those having a more immediate relation to the subsidiary instrumentalities which render extensive systems of public schools possible.

From statistics of twenty-six States we learn that there were employed as teachers in these States, an aggregate of 108,748 women; in the same States at the same time, the number of men employed was but 64,049. In the country districts the numbers are much more nearly equal, though the statistics of some States show a preponderance of the masculine element; it is in the cities that the greatest disparity exists. We shall be keeping within bounds if we say that 75 per cent. of the teachers in the cities are women, but it is notably in the cities that the best work of our

schools is shown, while the wide difference found frequently to exist between the schools of the city and those of the country is, in the opinion of intelligent foreigners, one of the inexplicable things in our system. But to quote from an able paper read before the Pedagogical Society of St. Louis: The author says, "It is chiefly the teachers upon whom the burden of elaborating educational science must fall," and further, "the conscientious worker—the man who understands his own processes—is always better, other things being equal, than the instructive worker; the one has universal principles to guide him in unexpected contingencies, the other is lost when anything unusual transpires."

If, however, three-fourths of all the work in the cities is done by women, and if the work of the cities is admitted to be, upon the whole, better than the work of the country, we might infer that women, in as large numbers at least as men, were conscientious workers, we may be met by the statement that the greater efficiency of city schools is due only to their superior organization, more thorough supervision, and complete equipment, for none of which women are responsible; our recourse is therefore to direct testimony. Hon. J. L. Pickard, whose name is to many of us a synonym for high ability and thorough impartiality, and whose long experience in the schools of Chicago renders his judgment particularly valuable, wrote very recently: "Woman's quickness of perception, and fertility of expedient, render her peculiar service in the line of instruction and discipline"—this fertility of expedient is, of course, the application of general principles to particular cases. Mr. Pickard wrote further, in reference to a comparison of the work of head assistants with that of principals: "Individual instances are within my knowledge in which the greater merit must be accredited to the head assistant, but generally it would be difficult to decide between the teaching capacity of the two sexes. In the high school work we have abundant proof of the ability of woman to hold an equality with man in several departments."

The official opinion given by the Superintendent of the Chicago schools is of the more interest, because its author is by no means an advocate of the giving up to women of the entire work of instruction; he says elsewhere: "I should hardly wish my daughters taught exclusively by women, nor my son by man alone." To the testimony of Mr. Pickard we add that of A. J. Rickoff, Esq., Superintendent of schools in Cleveland, and formerly superintendent in Cincinnati. In the thirty-fourth report of the schools under his charge, he writes, with reference to the then recent change made in the administration of his schools, by which the entire charge of the higher grammar grades was entrusted to women: "It was expected that ladies who had

been accustomed to teach only the lower classes, would in the first year of their trial, in preparing boys and girls for the high schools, fail to produce as good results as had previously been obtained by gentlemen who had had many years experience in that kind of work, but the fact was, we were enabled to advance the standard required for admission to the high schools, and yet the percentage of failures was less than at any previous examination within my knowledge." Mr. R.'s evidence is supported by that of the president of the Cleveland school board, who, in his report of the same year writes as follows: "One of the most gratifying results of the year is the entire success of the experiment made of committing the care of the 'A' grammar grades to ladies; so uniformly well prepared classes have never before been admitted to our high schools since their organization." Now, when the employment of these ladies is no longer an experiment, Mr. Rickoff says of them: "Their sense of responsibility is generally higher, while their methods of instruction are philosophic, and their work as exact and thorough as that of men."

GRACE C. BIBB.

SOUTHEAST MISSOURI.

It has been generally understood that Southeast Missouri stood far in the background of any view of the State's educational status. Whatever of correctness there may be in this general opinion, it is still possible that the perspective has been overdrawn. It is, nevertheless, true that this section of our State has been, and is, characterized by a considerable backwardness, educationally, as compared with other sections. And this statement cannot be considered as an invidious distinction so long as the hypothesis of natural hindrances and uncontrollable, adverse circumstances can reasonably be urged as an explanation. We are obnoxious to criticism and morally responsible for that only which we can, and ought to do, and do not.

It is not for the purpose of giving more notoriety to the defects existing, and which still more abounded in the past, that this article is written; but rather to publish the reasons for a bright hope of improvement, and to encourage the dawning zeal of a noble people in a glorious cause. When deficiencies are mentioned it is for the purpose of contrast, and to bring out more fully the colors of the rainbow of promise.

While other sections of the Southeast might be included in the remarks following—indeed, while they are true of a large territory extending west along our southern border, sometimes to the width of three tiers of counties, into the "Southwest,"—let it be understood that for the further purposes of this article the term *Southeast* means the old fourth Congressional district, and small portions of the old fifth. The term is thus restricted because a recent extended

tour in this section, and a close personal observation, justifies more definiteness and positiveness of assertion than could otherwise be made.

Certain elements have been at work, and certain bad practices indulged, with which true education—valuable instruction—can neither thrive nor exist. These are very ugly *chevaux de frise* in the way of progress, effectual barriers at the very gateway of the citadel of stagnation and ignorance, unless they can be removed at the beginning of any effort at improvement. To undertake to improve the educational status of any community while these impediments exist in its midst, is to do that which the dullest comprehension should recognize as only the precursor of shameful failure.

The elements at work, to which allusion has already been made, are

- 1st. Opposition.
- 2d. Indifference.
- 3d. Ignorance.

Should any one be curious to know why, in naming these elements, the order has not been reversed, it is a sufficient answer to state that they are not dependent on each other,—do not grow (altogether) one out of another,—and that the first named has not sprung from the last, chiefly, nor from it as an originating cause.

The baneful opposition with which the cause of popular education has met in the Southeast has sprung, first from religious jealousy, phariseism, and intolerance; and, secondly, from the sensitiveness and *weakness* of individual ambitions and enterprises. These were effective so long as there was a glimmering hope that the legislature might be induced to repeal (in the language of the redoubtable "Observer") that law which sets apart 25 per cent. of the State revenue for public schools, and so long as it was possible for the legislature to extend aid, by means of periodic appropriations, or the creation of separate permanent funds, for the benefit of religious or individual educational enterprises. But the constitution of 1875, with the grip of fate, throttles that vain hope, and it becomes us, upon the principle, and in the Christian spirit, of "*de mortuis nil nisi bonum*" to add, "*requiescat in pace*," and reverently dismiss the subject.

There is a buoyancy at present in the educational sentiment of Southeast Missouri which did not exist while there was reason, or vigor, in this peculiar opposition, and which we are therefore justified in ascribing in large measure to its overthrow. Verily, opposition still exists; but it is the opposition begotten of a lack of correct information, though superinduced or instigated by that stubborn, unreasoning, selfish and bigoted antagonism which has spent itself—(and complainingly surrendered) in the vain effort to promote the interests of sect, in utter obliviousness of all other interests, private or public. This opposition is not difficult to handle or overcome. Let in the light of fact and you banish with the dark-

ness of ignorance its consequent antagonism. The truth is being rapidly disseminated, the facts vigorously proclaimed, and numerous agencies are created and set in motion to correct the evil. The dawn of a new era, in the which Southeast Missouri will not be long in attaining a point of favorable comparison with any other section, is hereby confidently announced. What is being done and the results will be told further on.

There has also been one other phase of opposition—which every other section of the State has felt in common with this and to quite as great an extent, arising out of the question of taxation. But this was only a lesser hindrance, and would not have been a serious obstacle to educational progress had it been permitted to stand alone. Those who were actuated by sinister motives and had ulterior purposes in view in their antagonism, always adroitly managed to have the question of taxation stand in the forefront of battle.

The second element, begotten by the first and born of the third, has been the most serious of all the difficulties to contend with; not only freezing the life out of any spirit of progress, in many localities, but by its results, in turn, begetting opposition and generating an atmosphere so rankly poisonous to progress and development that no public school could live in it,—or if it lived would be such a miserably sickly thing, such an arrant fraud, as not to deserve to live. Let it be understood, here and now, that unless it can be said of a school "it is good,"—unless the instruction attempted is correct, accurate, thorough and true,—unless it shall be beyond comparison with some the writer has witnessed, he is unqualifiedly opposed to its existence, at all.

People were indifferent because they did not appreciate the magnitude of the interests involved in the public school question. They did not know what interests were at stake, because they had made no effort to learn. They had not tried to inform themselves because they had prejudged, and condemned as iniquitous, the whole system. They prejudged because blind fanaticism had, sometimes unwittingly, sometimes unscrupulously, preached falsehoods into unwary ears.

Just one illustration will serve to show how blindly men will sometimes stand in opposition to their own interests. In the winter of 1875 I introduced myself to the representative in the legislature, of one of these southeastern counties, and remarked to him that I had received no report from his county, that it was very important that I should receive one, and that I should be obliged to him if he would write to the county clerk,—I had said so much when he very abruptly interrupted me with the statement, "My people don't care anything about your public schools—we are opposed to them."

Very well, I responded. I have

about one thousand dollars of public funds which your county would be entitled to if the proper reports were made, but which will assuredly be given to other counties if you and your people are so negligent about your own interests.

I need hardly add that indifference did not lead quite up to a willingness to lose that amount of money, and that the county received all I could give it.

I have been into that county quite recently, and I found a noble, generous people, ready to hear the truth and to act upon it, and I have assurances that another year will witness a vast improvement in its educational condition.

KENTUCKY MILITARY INSTITUTE.

DR. H. A. M. HENDERSON, Supt. Pub. Inst., and editor of the "Kentucky Freeman," in the September number says:

The Kentucky Military Institute has a fair future before it. The present year promises to be one of great prosperity. An excellent faculty has been organized; the buildings are superb, the locality healthy, and free from all vicious environments. Col. R. D. Allen is a thoughtful, industrious and conscientious teacher, and is rapidly making a just and wide-spread fame as a metaphysical writer. He is a Mason, a scholar, a gentleman and a Christian. He is a man that can be trusted. He is candid, free from all duplicity, and will always succeed in impressing his pupils with the idea that truth is the only element in which true manhood can breathe, and that error is a deadly miasm that will dwarf and finally destroy all the finer faculties of the mind and heart. We never penned anything more conscientiously than we have done this paragraph. If you want your boy taught send him to the Kentucky Military Institute. If he won't learn it will be his fault.

A PROPER education is an amusement (i. e., an imitation of prescribed example) and has propriety of behavior for its purpose; but instruction is a labor (i. e., self-activity), and has wisdom as its end and aim.

MISS PERSHING, a writer of the "National Repository," and a fine literary scholar, has been chosen Vice President of the Faculty of the Pittsburgh Female College.

It has been suggested that the best way to relieve the workingmen from their present distress, is to save, by prohibiting the liquor traffic, the annual waste of the \$700,000,000 that are now spent for liquor.

Why not try a reading club in your district, this winter?

Emerson says "All great men come out of the middle classes."

Men achieve a certain greatness unawares, when working to another end and aim.

SCHOOL MANAGEMENT.

BY J. BALDWIN.

XXVI. School Tactics.

Proper school tactics save time, impart vigor, improve the appearance and spirit of the school, and train to the habit of exact and prompt obedience. Order results from system. A want of system in the movements of the school is a prolific source of confusion. The teacher, not less than the general, needs to be master of a well-adapted system of tactics.

School tactics should not be arbitrary. Principles should determine the movements and the signals. Even children ought to be able to perceive the fitness of the tactics.

I. PRINCIPLES.

1. *School tactics should be uniform.* So far as applicable, the system of tactics should be the same in all schools. The tactics of the army are the same throughout the nation. The combinations and changes of teachers and pupils continually going on, demand the same uniformity for the schools. Variety in instruction, but uniformity in movement, is a desideratum in school management.

2. *Each movement should be necessitated by the school work.* All movements for show will be discarded. The necessity for each movement should be apparent. All changes will be effected in the shortest time consistent with perfect order.

3. *The signals should be few and significant.* The correctness of this principle will hardly be questioned; but, in practice, its violation is almost universal. Some schools use more than one hundred arbitrary signals daily. The waste of time and energy is immense.

(1) *Few.* The signals are for children. Many signals confuse, and to master them wastes much of the energy of teacher and pupils.

(2) *Significant.* Pupils are continually entering the school. Significant signals need no explanation. Arbitrary signals, such as counting, or tapping the bell, must be explained many times. From force of habit many teachers will continue to use the bell, but the general use of significant signals is only a question of time. The teacher who once tries them will always use them. In the following system the arbitrary signals, in common use, are omitted.

4. *A signal should be used for but one movement.* When a signal is always used for the same movement, the pupil learns to respond almost mechanically. Confusion is avoided, and the utmost simplicity is reached. Without thought, this almost self-evident principle is constantly violated.

5. *The signals should be given with the falling inflection, and in a low, firm tone.* The elocution of the teacher is an important factor in the government of the school. The thin, faltering tone and rising inflection cause even the children to smile.

6. *All movements should be executed quietly, quickly, and with military*

precision. The noisy, sluggish, slovenly movements of some schools are distressing. The results are a lack of interest, disorder, and bad habits. Precision gives interest. The old veteran never wearies of going through the manual of arms. Good penmen and musicians never lose interest in their arts. Strictly observe this principle, and your pupils will be delighted, will acquire the habit of prompt and cheerful obedience, and the appearance and spirit of your school will be vastly improved.

7. *Movements should follow signals.* This principle requires the observation of the following points:—

(1) No movement is permitted except in obedience to a signal. Otherwise confusion reigns.

(2) The movement ordered must be executed before the next signal is given. Allow sufficient time for prompt execution.

II. GENERAL TACTICS.

We will consider school tactics under two heads—general and class tactics. General tactics include the movements of the entire school; also such tactics as are common to the school and the class.

I. *Calling* { 1. Ring bell.
2. Give time to assemble school.
3. Attention (command).

1. *Ring bell.* In small schools the teacher ordinarily rings the bell. If a pupil can be trained to do this it is better, as it enables the teacher to devote his time and energies to other work. But it must be considered an honor, and one pupil should not be continued in the position too long. No one must touch the bell except the pupil designated.

2. *Give time to assemble.* From two to five minutes are necessary. Small schools can assemble in from two to three minutes. In large graded schools the pupils form in columns and march to their respective rooms. In all schools the pupils must pass orderly to places.

3. *Attention.* The clock indicates that the time is up. The programme clock strikes. At the word *Attention*, there is absolute stillness. The teacher gives the necessary directions, and all enter upon the work of the hour.

4. *Remarks.* (1) The same order is observed, morning, noon, and after each rest. (2) Those not in seats when the word *Attention* is spoken, are tardy. (3) No boisterous conduct must be permitted while assembling. (4) Instead of uttering the word *Attention*, the teacher may strike a call bell, but the word is vastly better.

II. *Hand Tactics.* { (1) To answer.
(2) To criticize.
(3) To ask question.
(4) To concur or oppose.
(5) When recognized.
(6) When one is called.

1. *Hands.* No one speaks without permission. This regulation is imperative and absolute. In all cases the desire to speak is indicated by raising the right hand.

(1) The pupil raises his hand whenever prepared to answer the question or do the work required. All should be made to realize that it is wrong

and dangerous to raise the hand unless prepared.

(2) Each pupil is held responsible for each answer. All that object to the answer given, raise their hands. Any one wishing to offer a criticism raises the hand. A failure to raise the hand indicates approval.

(3) The pupil wishes to ask a question in class or seat. The desire is indicated by raising the hand. Whenever possible, the question should be both asked and answered silently. One finger means a request to leave the room; two fingers permission to get a book, etc. The teacher may answer by an inclination or shake of the head.

2. *Down.* (1) Whenever the teacher recognizes the pupil, the hand is dropped. (2) When any one is called to answer, all hands are dropped.

3. *Remarks.* (1) The hand should be held as high as the head and held still. (2) Snapping fingers must never be tolerated. (3) Pupils not raising hands should frequently be called. (4) The teacher should be wide awake so as to see all hands as soon as raised. (5) Pupils must not raise hands except for good cause.

III. *Dismissing School* { 1. School, Attention!
2. (General Business).
3. Arrange Desks.
4. Ready.
5. Rise.
6. 1, 2, 3, 4—1, 2, 3, 4 (count).

1. *School, attention.* All sit erect and await orders. A slight tap of the bell may be substituted for this signal.

2. *General business.* Here the teacher makes such remarks as may be deemed necessary, and attends to any matters pertaining to discipline, etc. *Be exceedingly brief.*

3. *Arrange desks.* Quietly books to be left are placed in desks, and others are arranged for carrying. Division leaders distribute hats, wraps, etc. If the building is properly arranged this is unnecessary, as each one can get his things as he passes out.

4. *Ready.* All prepare to rise. The teacher pauses a moment. All is readiness and stillness.

5. *Rise.* Simultaneously all rise, and each turns in the direction he is to move. A signal for turning is unnecessary.

6. *March.* It is best to count, 1, 2, 3, 4—1, 2, 3, 4, and at the second (1) have all step off with the left foot, and keep time to counting. After the first week, the school will be able to march to music. Let the divisions follow each other, so as to have all move at once.

7. *Remarks.* (1) Observe the same order in dismissing at all recesses, at noon, and in the evening. (2) Order in dismissing adds much to the character of the school. (3) By observing some system, many colleges might avoid those fearful rushes and daily mobs.

III. CLASS TACTICS.

I. *Calling classes.* { 1. Ready.
2. Rise.
3. Pass.

1. *Ready.* Before giving this signal, the teacher may name the class. This

will not be necessary after all become familiar with the programme. Each member of the class instantly takes position ready to rise.

2. *Rise.* All rise at the same instant, and each turns in the direction he is expected to move. It is understood that each pupil steps into the aisle on rising.

3. *Pass.* Quietly and quickly all pass to recitation seats, or to place at the board. Below the high school classes will generally pass directly to the board. The teacher will plan as to avoid all confusion. At the board, each stands facing the teacher and awaits orders.

4. *Remarks.* (1) In the same way move the class from recitation seat to board, omitting the first signal. (2) Some teachers move their classes by calling the pupils one by one, thus wasting precious time and showing a great lack of management.

II. *Class symmetry.* { 1. (Position).
2. (Straight lines).
3. (Stand erect.)

1. *Position.* Place the tallest in the middle of the class, and others each way according to height. The reverse order is equally good. You secure symmetry and each pupil always knows his place. Since "turning down" has been abandoned, this arrangement is being generally adopted.

2. *Straight lines.* By this is understood that pupils shall stand in lines parallel with the boards. It requires tact to train pupils to keep this position. Avoid the mistake of constantly telling. *Manage.*

3. *Stand erect.* No lounging must be permitted. Appearance as well as health require the erect position. Have your pupils always stand and sit erect, and it will soon become to them a habit of great value.

III. *Board Tactics.* { 1. Board.
2. Erase.
3. Attention.
4. Write, etc.

1. *Board.* All turn to the left, to be in position to erase or write. Train all to turn quietly, quickly and gracefully.

2. *Erase.* This signal may include the first. When facing the teacher, it means to turn to the board and erase. The eraser is pressed on the board and drawn down, thus avoiding dust. There should be an eraser for each pupil in the class, and a trough beneath the board for crayon and erasers. At the signal, *Board and erase*, pupils pass from recitation seats to board, and erase.

3. *Attention.* All instantly turn to the right. No one must wait even to finish a figure. All face the teacher and await orders.

4. *Write, solve, etc.* Before beginning the work, the class will usually be divided into sections of two or more each, and work assigned accordingly. The signal given will depend upon the work to be done.

5. *Remarks.* (1) The skilful teacher uses the board almost constantly. (2) Lack of system in board tactics is a very common fault. Confusion, dilatory movements and waste of

time are the results. (3) A green boy in charge of a regiment, and a stupid teacher in charge of a class, are ridiculous and pitiable objects.

IV. Concert Tactics. {
1. Class.
2. Division, etc.
3. Boys, girls, ladies & gen'mn.
4. Ones to twos; twos to ones.

1. *Class.* All answer. In general exercises of the entire school substitute *school* for class.

2. *Division one, etc.* The school and the classes are separated into several divisions. The division called responds, *section*, is the signal when a particular section is called.

3. *Boys, girls.* Sometimes it has a good effect to call on the boys and girls to answer in turn. *Ladies; gentlemen*, are signals used for advanced classes.

4. *Ones to twos; twos to ones.* It is an excellent device to divide a class into sections of two each. At the signal, *ones to twos*, the ones recite to the twos, as directed by the teacher. Much individual work is thus secured.

5. *Remarks.* (1) No one must answer unless called *individually*, or designated by one of the concert signals. (2) The running fire kept up between a *random* teacher and his class is absurd enough. (2) Avoid much concert work. Use it for spice and drill, but do not rely upon it. (4) Let concert answers be given in a low, distinct tone. Nip all tendencies to sing-song.

V. Dismissing {
classes. {
1. Ready.
1. Rise.
3. Pass, or seats.

1. *Ready.* The board will be cleared before this command is given. As this signal is never given except when the pupils are about to move, no misunderstanding can occur. If at board, the pupils deposit crayons and erasers and turn in the direction to move; if at seats they prepare to rise.

2. *Rise.* The pupils rise and turn. If the class is at the board this order is omitted.

3. *Pass, or seats.* In dismissing a class, *pass* is always used; in sending the class from boards to recitation seats, *seats* is the signal. The order of passing will be so arranged as to consume the least time and produce no confusion. Some teachers have the pupils stand after passing to desks. At the signal, *seats*, all take seats at once.

To young teachers. By a few hours patient study and a few weeks careful practice, you may master this system of tactics. Soon you can work vigorously and easily, and you will find that you have almost doubled your efficiency as a teacher.

STATE NORMAL, KIRKSVILLE, MO.

MR. DICKINSON, Secretary of the Massachusetts Board of Education, has organized in that State a series of county conventions of school committee men. The excellent object of these meetings is the improving and enlightening of these men, and the interesting them more thoroughly in the school work of their neighborhoods.

Hypermetropia—Far-Sightedness.

BY WM. DICKINSON, M. D.

No. 3.

THE different parts of the optical apparatus in the perfect eye are of such form and consistence, and are so adjusted, that the images of external objects are formed exactly in the *macula lutea*, the most sensitive part of the retina. Distinct vision is then the result. Any deviation from the perfect eye in these respects becomes the occasion of indistinct vision. We have already considered myopia—near-sightedness, one of the forms under which dimition is found, and have explained the causes, and indicated the means of rectification.

We are now to consider hypermetropia—far-sightedness. In this condition, the back part of the eye, including the retina, occupies a plane in advance of that in which the convergence of the visual rays takes place, as in the perfect eye: consequently the images of external objects formed in the *macula lutea* are imperfect and indistinct. Here I wish to note but emphasize the fact that the far-sightedness due to this condition is the result of a deviation in *form* from the perfect eye, and is found in persons of all ages, sometimes even in childhood; but the far-sightedness of those who have reached or passed the middle period of life is in consequence of a change (or in the language above employed) of a deviation in the *consistency* of the different parts of the optical apparatus. It will thus be seen that the resulting phenomena may be similar but depend upon essentially different causes. The optical effect of hypermetropia then is far-sightedness—the subject of it, in order to secure distinct vision, being obliged to hold the book or object viewed at a greater distance from the eye than he whose eye is perfect. Many a one thus affected in the lesser degrees, lives in the mistaken conviction that he possesses a perfect eye, nor is he undeceived till by accident he applies to his eyes a pair of glasses; then, by the greater distinction of vision imparted by this aid, he becomes conscious of his defect. From what has been stated, it will be observed that the hypermetropic globe is more shallow than the perfect globe; it is also smaller in all its dimensions, and is, therefore, an imperfectly formed eye. This defect may be hereditary, being often found in children whose parents are similarly affected. It is also found in different persons to exist in very different degrees, from that evinced by slight indistinctness to that in which the objects viewed, at the usual distance, can scarcely be recognized. Vision at a distance, however, may, at the same time be perfect.

Now what is the remedy? This is the practical question, and of far greater importance, especially to the sufferer, than the most learned disquisition upon the subject. In reply,

the individual in whom this affection exists to a considerable degree, as soon as the discovery is made, should submit his eyes to a competent specialist for examination, and for the adjustment of glasses precisely adapted to his condition. As in the case of the myopic eye, so in this of the hypermetropic eye, great care should be exercised in the selection of these glasses, for if injudiciously selected and used, serious injury may be inflicted.

The following is a case in which hypermetropia existed in an extremely high and rare degree. One of the most successful business men of Buffalo was unable to read or write, and did not even know the letters till after he was twenty-one years of age. On being first sent to school as a boy, his father found it impossible to make him distinguish between A and B, and flogged him over and over again, attributing that, which in reality was due to his inability to see, to obstinacy, and finally dismissed him as incorrigibly stupid. Being mortified at his defects, which could not be denied, but conscious that he possessed mental endowments capable of achieving something, he determined he would excel in those pursuits for which his talents qualified him. One day, after attaining his majority, from motives of accidental curiosity, he put on a pair of spectacles. With inexpressible delight he then for the first time accurately discerned print, and then discovered how the words and letters that always before had presented nothing more than blurred and indistinct masses, of a grayish color, looked separate and clear. A new sense seemed now to be acquired, of which he availed himself with characteristic promptitude.

The condition of hypermetropia in childhood or youth, is generally first detected by the teacher, by the unusual position in which the object viewed is held, either in reference to the eyes or to the light, or by the apparent effort made in the act of vision. The teacher should ever be alive to the fact that there are many affections of the eye insidious and grave, which may seriously interfere with the performance of ordinary school duties, but which are not manifested by inflammation or by any deviation from the natural appearance of the eyes or the lids. It is his duty therefore to be vigilant in respect to the existence of any affections of the eyes and considerate in the amount of visual labor required of them; and when once they are detected or suspected, without delay to acquaint the parent with the fact, that measures for amelioration may timely be adopted. Hypermetropia in the child of four or five years of age, is often the condition on which depends the occurrence of strabismus—cross-eye; and later in life when excessive labor is required of the hypermetropic eye, another affection, asthenopia—weak-sight, is induced, an affection not always admitting of easy cure, and

which was formerly considered as a form of amaurosis, and incurable. But of these affections we may treat hereafter.

INSTRUCTION is, if we may say so, a cool autumnal wind blowing from the past of humanity, with its rain, upon the youth, in order to harden the glowing iron of their deity into steel, and by this means to bring them more surely to the desired end. Humanity is an old sibyl; she has made, in the sciences, arts, industry, and other departments, so gigantic a progress, that to-day it is impossible for one man to occupy this whole rich Hindostan, and to make it a productive mine for himself. Parents will be able to *educate* a child well, but will be unable themselves to give it the proper *instruction*; they need then the aid of others. They therefore employ teachers in their houses, or they send pupils to a private or public school.

COMBINATION wins now-a-days.

Make friends of your pupils and patrons.

Make combinations and build up from the foundation.

That teacher is the most successful who makes the most friends, so that each can participate in the labor of all.

THE child should bring with himself, as far as possible, a good education to the school, because in the school, not education but instruction is the chief end. The school educates also, though inwardly alone; engrafting, for instance, on the students pure moral and religious principles, freeing them from egotism, awakening in them friendship, love of their fellows, and other social virtues; but this is all rather the word than the living example—rather a theme for instruction than for education proper.

THE introduction of sewing into one of the public schools of Cambridge, Mass., as an experiment, will take place at once. The services of Miss Bigelow, who has had much experience in the work in Boston schools, have been secured, and she will devote thirteen hours each week to teaching. It is not proposed to introduce ornamental work, but simply to teach the children how to make their own garments in case of need.

INSTRUCTION, in truth, enriches exclusively the head of the pupil; still it also impresses on his heart a beneficial influence. The open heart beats commonly under the good head. The good head brings forth the good heart, as the cause produces the effect. The rich thought is the mother of rich feelings.

RIGHT instruction regards equally the body and spirit, and the entire self-hood of a pupil; because, not science alone, but also arts and manufactures, which require physical labor, are its object.

A NEW DEPARTURE.

A MOST commendable feature has been added to the Polytechnic School of Washington University in St. Louis, called by its projector (Prof. C. M. Woodward, Dean of the School,) 'The Manual Training Shop,' the object of which is to educate students in the mechanic arts. This workshop is now so far advanced as to begin to bear fruits, its utility being well illustrated in the advancement of those students who have entered upon the course of instruction. This consists mainly of

THE USE OF TOOLS,

in the various mechanic arts, carpentry, blacksmithing, wood-work, including wood-carving, machine work—in a word, everything is taught that is calculated to qualify a student to enter any of the trades after the completion of his University course.

Appreciating the criticism upon many of our schools, that they are machines to stuff a young man's head full of impracticable knowledge and send him out into the world without the capacity to earn bread or fame, Prof. Woodward some years ago set himself the task of establishing this invaluable auxiliary to the Polytechnic School of the University with which he is connected.

THE ELEMENTS.

As early as October 24, 1873, Prof. W. delivered a lecture in the hall of Washington University in which the plan of this work was sketched and some facts given respecting the history of similar institutions in Europe, and the managers being urged in different States of our own country to establish such schools in connection with the system practiced in various colleges. In the Massachusetts Institute of Technology the system is proving successful. From Professor Woodward's lecture, the following is extracted: "Children should early be taught to use, as well as to beware of, sharp tools. Just as every boy should be taught to swim, to row, to ride and groom a horse, so he should be taught to use the ax, the saw, the plane and the file. Even a little skill in the use of these tools is invaluable. No one possessing manual dexterity of any kind fails to find abundant opportunity for its use. But the acquisition of this desirable manual skill requires workshops and tools and teachers; and as such essentials are not, in general, to be had at home or in a common school, the work must be done at a polytechnic school. Hence, at the earliest possible moment, in the lowest class, students must enter the workshop. From the bench of the carpenter they should go to the lathe. Wood-turning is an art requiring great judgment and skill, and any one accomplished in it will testify to its great practical value. After wood comes brass, iron and steel turning, fitting and finishing; then the forge, where each should learn welding and tempering. This is the alphabet of tools. The road to commercial prosperity lies through

the door of practical, scientific training; and in these matters the great city of the West must not be behind her Eastern sisters. Give us our suite of workshops, our Washburn machine-shop, and we will call it by any name you please."

VALUE OF DRAWING.

In a careful study of very many systems of industrial instruction in Europe, we have found that all agree in one respect, namely, that drawing is an indispensable basis. From the primary grades to the highest institutions of technology, drawing is invariably a prominent feature of the curriculum. In all these schools the same general principles are followed in uniting manual and mental instruction, and in familiarizing scholars with the use of tools.

Of their observations at the Massachusetts Institute of Technology, they say:

"The pupils, since the commencement of the lessons, had completed the course in 'filing,' and we saw, in the results of only *eighty hours of practice and instruction*, such exquisite workmanship as could not be surpassed by an apprentice of two years experience in an ordinary shop.

We found a class of thirty-two boys at work on a 'chipping' exercise, with hammer and chisel, under the instruction and constant supervision of an expert mechanic, employed as teacher of practical mechanics, and it was easy to perceive that the class instruction in this branch of education was as systematic and simple as the teaching of a class in arithmetic or grammar in one of our best public schools."

THE PRESENT STATUS.

The present work-shop is small but well furnished. Work in wood, iron, brass and plaster is carried on. Model-making is a valuable and favorite character of wood-work, incorporating facility in carving. A sketch or drawing of what is to be done is presented to the class, when each student makes a copy for himself; they then repair to the shop, where they are instructed by an expert in the process of elaborating the design. It is intended that each student shall receive two lessons of two hours each every week, and to give these lessons the desire is to have two master workmen with an assistant to give instruction, and with this force a class of thirty-two could be instructed. At present instruction is mainly imparted by Mr. Dean, the University carpenter, Mr. Frank Graham having given a few lessons in wood-carving. During the present season Mr. C. D. Kellogg will be assistant instructor in wood-carving. Last year the designs were mainly furnished by Professor Woodward and Professor Smith, the former devoting all his afternoon leisure to the work.

NEW SHOPS.

The old dormitory of Washington University has been, during the past summer, transformed into shops and store-rooms. The wood-working shop is a second story room, fifteen feet

wide and thirty-six feet long, is fitted with work-benches, drawers, and tools for twenty students. Each student will have about four feet of bench room, a vise, a cupboard, and a tool-drawer, containing three planes, two chisels, a saw, a square, a hatchet, a gauge, and some special wood-carving tools. Tools less frequently used will be kept in the 'general' drawer. An office for the instructor, two closets for the finished work, and a store-room for lumber, complete the attachments to this shop. The room is lighted through six windows and will be warmed by a stove.

The machine shop, on the first floor, is also fifteen by thirty-six feet, and is furnished with a fair set of machinist tools. It has work benches with iron vises, and tools for twelve students. The machines are: An English lathe, with slide rest, back gear, and screw cutting arrangements; a single lathe with slide rest, for turning either wood or metals; a plain lathe with circular saw attachments; a light wood lathe; a velocipede scroll saw; a planer, capable of dressing a piece seven inches square and nineteen inches long; a gear cutter for cutting the teeth on spur, bevel, and screw-gearing wheels. All these machines are driven by hand or foot.

In the basement is the room for blacksmithing. This shop will be furnished with a portable forge, with an efficient hand blower. The capacity of the forge will be equal to the welding of bars of iron one and a half inches square. This shop will have all essential tools for forging.

MEANS.

These shops were fitted up with funds donated by Mr. Gottlieb Conzelman, whose example is worthy of emulation by all who have the good of the rising generation at all in mind. Provision is now necessary for the support and proper utilization of the shops. The endowment of a chair in this school would bring as much fame and satisfaction as a like service in a college where only theory is inculcated. Certainly the reflection that young men had been taught to earn an honest livelihood and become useful citizens would be as great satisfaction as could be bought with money. It is hoped that the efforts of Prof. Woodward in this laudable enterprise will be met with a spirit of liberality by those who feel disposed to place a sum of money where it will do good and redound to the elevation of the ambition of youths who might otherwise stray into forbidden ways.

PATIENCE.

Do the little brown twigs complain
That they haven't a leaf to wear?
Or the grass, when the wind and rain
Pull at her matted hair?
Do the buds that the leaves left bare
To strive with their wintry fate,
In a moment of deep despair,
Destroy what they cannot create?
O, nature is teaching us there
To patiently wait, and wait!

Germany cultivates 54,000 acres in tobacco.

ARKANSAS.

Hon. G. W. Hill, State Superintendent of Public Instruction in Arkansas, says:

"The constitution provides that the State shall maintain an efficient system of schools. Our people are not in a condition, financially, to pay a much larger tax than they are now paying, yet we must have more funds to have that efficient system provided for in the constitution, and for which the Legislature has made laws under which it is to be made successful. The question is, how and where shall we get them?"

We are glad to see that Yell county is using her 'strongest argument' in favor of immigration, building up her schools and publishing the same. Other counties too, are taking the same view of the matter, and have published what they are doing in the way of schools. Immigrants do not like to go where there are no schools, and they cannot find them unless the people have their school system in working order and published to the world. Are we afraid or ashamed to let the outside world know that we have schools, or that we have a school system in our State?

Will our immigration societies use their influence in building up the school system? We receive letters from all parts of the country asking about the advantages of this State as to land, climate, productions, &c., but the chief inquiries are, What kind of schools have you? What parts of the State have the best schools? Where do the people take the most interest in free schools? &c., &c., all of which shows, that to get the intelligent immigrant (and we need no other kind), there must be schools. Then will not every immigration society turn a little of their attention to the schools?"

THE QUESTION ANSWERED.

Benton County partially answers the question of State Superintendent Hill.

The Principal, Prof. J. T. McGill, and his assistants, the pupils and the people talked the matter over, and concluded to utilize their "home talent."

They got up a "concert" and an exhibition, showing the people who pay the taxes, what the teachers and pupils have done and are doing. The patronage of the entertainment was liberal, the money was raised, the people were pleased, and the "tools needed to work with," maps, globes, charts, &c., &c., have gone forward and are in use, and that is the way they are answering the question "as to how and where" the money comes from in Benton county.

Other counties are doing a similar work, with like results.

The most eminent, experienced and practical educators we have, say it is a fact that with a set of Outline Maps, Charts, a Globe and Black-board, a teacher can instruct a class of twenty or thirty more effectively and profitably, and do it in less time,

than he would expend upon a single pupil without these aids.

In other words, a teacher will do *twenty or thirty times as much work* in all branches of study with these helps as he can do without them—a fact which school officers should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time.

The time pupils can spend in school slips away very fast, and so much is demanded now of men and women too, that the *most* must be made of these opportunities, and of the time pupils are in school.

The Bentonville Graded School is a permanent and growing institution. The teachers are experienced educators.

Board ranges from \$2 to \$2 50 per week.

The location is a healthy one, the building is capacious and comfortable, and the people are, with good churches and good schools, refined, intelligent, and liberal.

Benton county is a good place to locate. We shall be glad to hear from other counties.

IOWA.

The Delaware County Normal Institute, held at Manchester, had an attendance of 208, and an average attendance of 175. The State Superintendent pronounces this one of the best as well as one of the largest institutes held in the State. System, enthusiasm, and thorough practical instruction were the striking characteristics. Supt. R. M. Ewart, Prof. W. M. Willcase, Prof. W. M. Wylie, and Prof. Gibney were the able and efficient instructors. Public addresses were given by the State Supt. and Profs. Barkley and Willcase. Prest. Baldwin of the Kirksville, Mo., State Normal, gave two public addresses, also a course of lectures to the institute. Few counties in any State have brighter educational prospects than Delaware.

Boone county held at Boone a live Normal Institute of two weeks. Supt. Cutler and the several instructors and teachers entered with great earnestness into the work.

One hundred and thirty-three teachers attended the four weeks Normal Institute at Steamboat Rock, Hardin county. The average cost was \$20. Count each one's time \$30. The teachers of Hardin contributed \$6,650, the State \$50 to sustain the institute. The teachers and the people are not only satisfied but also delighted with the results. Supt. McCoy and Prof. Stevens of Eldora, and others, deserve unbounded praise for the solid work done, and the intense interest maintained. Nowhere else have we seen the spirit of brotherhood among teachers so fully developed.

Prof. T. C. Campbell reports the schools of Appanoosa county as in good condition. The Moulton Graded

and Normal School has an attendance of 230—thirty from a distance. This school compares favorably with the best. Prof. Campbell, aided by Profs. R. Iles of Kansas, J. R. Kirk of Mo., and E. C. Cloyd of Ill., publishes the "Institute Normal," a spicy and valuable monthly.

MISSOURI ASSOCIATIONS.

FOR years, our educators have urged the necessity for two or more State associations. Missouri is a vast State, with no central point easy of access,—hence but a handful of our teachers attend the annual associations.

To Southeast Missouri, under the lead of Supt. Shannon, Prest. Dutcher, Prof. Henry, and others, belongs the honor of initiating the new movement. During the 26th, 27th and 28th of December, will be held at some suitable point, the first session of the Southeast Missouri State Teachers' Association, and it promises to be a grand success. We rejoice to see what promises to be a successful effort to bring to the front the region that has always been considered behind all other portions of the State.

The Annual Association will be held at Carthage in June, and will accommodate the educators of Southwest Missouri. With rare exceptions, the teachers in other parts of the State cannot attend.

North Missouri, with 41 counties and 5,000 teachers, also needs two associations. The teachers of Kansas City, St. Joseph, Liberty, Oregon, &c., of the Northwest, will be able to organize and conduct an association equal to the best in the land.

The teachers of Hannibal, Columbia, Kirksville, Louisiana, Moberly, Mexico, &c., of the Northeast, ought to establish an association of the very highest order.

Who will move in the matter? Who will fix the time and the place? The teachers, we are confident, will respond with great unanimity and enthusiasm.

Missouri has a defective school law—is without institutes or supervision. Her schools are sadly crippled by short terms, low wages, and bad management. Supt. Shannon is putting forth all his energies to elevate our school system. Will our educators unitedly, determinedly, persistently co-operate? Missouri must not fall behind Iowa, Kansas and Illinois. We have reason to be proud of our city schools, our several State Normal Schools, and our State University. Let us make these schools still better, and elevate to a high standard the schools of the rural districts. Now is the time to cultivate public sentiment. Good articles in all our daily and weekly papers are needed. Lectures in every school house and church by teachers, preachers, lawyers, doctors, will prove invaluable. Voluntary associations of teachers in counties and townships, can accomplish much.

Finally, we need to unitize the work by organizing four State Teachers' Associations, of which the State Superintendent shall be *ex officio* president, and in which every live teacher in the State shall be enrolled.

Society can never prosper, but must always be bankrupt, until man does that which he was created to do.

Remember, that whenever you are sincerely pleased, you are nourished.

Hope puts us in a working mood, whilst despair untunes the active powers.

Power dwells with cheerfulness. Make yourself necessary to somebody.

Recent Literature.

THE HOLY ROMAN EMPIRE. By James Brice, B. A. New York: Macmillan & Co. St. Louis: Gray & Baker Stationery Co. \$2.

It may seem a hard saying, but it is one which the facts fully bear out, that hardly one student in ten of mediæval history, really grasps that one key to the whole subject without which mediæval history is simply an unintelligible chaos. That key is no other than the continued existence of the Roman Empire. As long as people are taught to believe that the Empire came to an end in the year 476, a true understanding of the next thousand years becomes utterly impossible. No man can understand either the politics or the literature of that whole period, unless he constantly bears in mind that, in the ideas of the men of those days, the Roman Empire, the Empire of Augustus, Constantine, and Justinian, was not a thing of the past but of the present. Without grasping the mediæval theory of the Empire, it is impossible fully to grasp the theory and to follow the career of the Papacy. Without understanding the position of the Empire, it is impossible rightly to understand the origin and development of the various European States. Without such an understanding, the history of the nations which clave to the Empire, and the history of the nations which fell away from it, are alike certain to be misconceived. Unless viewed in the light of the Imperial theory, the whole history of Germany, Italy, and Burgundy, becomes an inexplicable riddle. The struggle of Hildebrand and Henry loses half its meaning, the whole position of the Swabian Emperors becomes an insoluble puzzle, the most elaborate prose and the most impassioned verse of Dante sink into purposeless gibberish, if we do not fully grasp the fact that in the mind of all contemporary Europe, the Hohenstaufen were the direct and lawful successors of the Jullii. How Germany, once the most united State of all Western Europe, gradually changed from a compact and vigorous kingdom into one of the laxest of confederations, can never be understood unless we trace how the German Kingdom was crushed and broken to pieces beneath the weight of the loftier diadem which rested on the brow of its kings.

The relations between Eastern and Western Europe can never be taken in, unless we fully understand the true nature of those rival Empires, each of which asserted and believed itself to be the one true and lawful possessor of the heritage of ancient Rome.

We see our way but feebly through the long struggle between the East and the West, between Christendom and Islam, unless we fully grasp the position of the Caesar, the chief of Christendom, and the Caliph, the chief of Islam; unless we see, in the complex interpenetration of the divided Empire and the Caliphate, at once what the theory of Christian and Moslem was, and how utterly either theory failed to be carried out in all its fullness.

In a word, as we began by saying, the history of the Empire is the key to the whole history of mediæval Europe, and it is a key which as yet is found in far fewer hands than it ought to be.

Mr. Brice has given us the first complete and connected view of the mediæval Empire which has ever been given to English readers—and we know of no other work in the English language which gives so clear and thorough an account of the whole matter.

So wrote Mr. E. A. Freeman in 1864, and the words are as true now as then. Each succeeding edition has been enriched by notes and additions, and to this, the *seventh*, has been added a chapter on the New German Empire, which is of great interest and value. We most cordially commend it to our readers.

SHORTER ENGLISH POEMS. By Prof. Henry Morley. New York: Cassell, Petter & Galpin. \$5.

We know of no man living so well fitted as Prof. Morley to edit a library of English literature, and in this volume of over five hundred pages we have the best of the short poems in our language from before the year 500 to the present day. Here may be found many familiar poems, and a great many that are new, and good as well as new. Nearly all of the poems are modernized enough to present no difficulty to ordinary readers, but for those who wish to have the original spelling and wording, examples are given as illustrations of the language in the thirteenth, fourteenth, fifteenth and sixteenth centuries. Among them are "Proverbs of Hendyng" and "The Land of Cockayne" of the thirteenth century, "L'Envoye of Chaucer" to the "Clerk's Tale," of the fourteenth century, "The Uplandis Mous and the Burges Mous" and "The Eighth Fythe of the Lytell Geste of Robin Hood," of the fifteenth century; and of the sixteenth century is given part of Gavin Douglas' "Palace of Honour," Quentin Shaw's "Advice to a Courtier," Skelton's "Callope," three sonnets by Thomas Watson, and two poems by Sir Philip Sidney.

We have space to mention only a few of the longer poems. The earlier and the later forms of "Chevy Chase" are given. Gavin Douglas' "King Hart," Skelton's "Colin Clout," Sir David Lindsay's "Complaint," Thomas Sackville's "Induction to the Mirror for Magistrates," Gascoigne's "The Steel Glass," Spenser's "Epithalamion," the touching ballad of "The Children in the Wood," Drayton's "Dowry," Denham's "Cooper's Hill," Milton's "L'Allegro" and "Il Penseroso," Wentworth Dillon's "An Essay on Translated Verse," Parnell's "The Hermit," Pope's "The Third Epistle of the Essay on Man," Macpherson's "Dar-Thula," Goldsmith's "Deserted Village," the "Cottar's Saturday Night," Gifford's "The Baviad," Coleridge's "Cristabel," Byron's "The Dream," Keats' "Eve of St. Agnes," Tennyson's "Dora," Robert Browning's "Andrea Del Sarto," Mrs. E. B. Browning's "The Cry

of the Children," and Swinburne's "Hymn to Proserpine."

The illustrations are from old manuscripts and rare volumes, the notes are full, and are at foot of the page, and the several indexes are all that could be wished. We know of no work covering so wide a field, nor one that does it so well.

"MONDAY CHATS." By C. A. Sainte-Beuve, with an Introductory Essay on his Life and Writings, by Wm. Mathews, LL. D. Chicago: S. C. Griggs & Co. St. Louis: Gray, Baker & Co. \$2.

A translation from Sainte-Beuve's "Causeries du Lundi" should be welcomed by all who love belles lettres, and when the translation is done by such a master of words as Prof. Mathews has shown himself to be, one may expect that delightful hours are in store. The introductory essay, covering nearly eighty pages, has interested us greatly. We find in it the same evidence of wide reading that all Prof. Mathew's works show, the same readiness to illustrate his meaning by an anecdote, the same grouping and comparison of personalities which have so charmed us in his previous books. To us, the charm of Prof. Mathews lies, in great part, in his rapid grouping and contrasting of different writers, setting them before one with a few words quick with meaning.

All the "Chats" given—eleven in number—are about Frenchmen, and are arranged in chronological order, beginning with Louis the Fourteenth and ending with Guizot. As regards the literariness of the translation we cannot now speak, not having the "Causeries" at hand. We wish reference had been made at foot of each essay to the volume from whence it is taken. The book has been presented in the same attractive form as his other works and is destined to have a large sale.

BURKE—WEBSTER. Pamphlet Editions. Edited by the Rev. H. N. Hudson, Boston: Ginn & Heath. 40c each.

There has never been a period when our best English writers were as widely read and as carefully studied as at present. The success of the Chaucer, the Early English Text, the Ballad, the New Shakespeare and other societies during the past ten years, has been such as to call for pamphlet editions, carefully edited with notes and vocabularies, of such of those writers who were thought to best represent the spirit and learning of their times. Several of the plays of Shakespeare have been edited by the Rev. H. N. Hudson of Boston, by W. Aldis Wright of Cambridge, England, and by W. J. Rolfe of Cambridge, Mass., and the success of these editions has been such as to call out pamphlet editions edited by Rev. H. N. Hudson, of Wordsworth, Coleridge, Burns, Bacon, Burke, Goldsmith, Thompson, and Webster. In selecting what writings to give, care has been had to give the best, and to give them entire when possible. In the present instances they have been well made. Several years use by the author in his own school has proved their fitness as school reading-books, and it would be a grand day if every school in the country would discard their trashy readers and use such books as these, and others that would be brought out as the demand arose for them.

DEVIL PUZZLERS. By Frederick B. Perkins. New York: G. P. Putnam's Sons. Price 50c. For sale by St. Louis Book & News Co.

"The writing of short stories has been in past times a favorite pursuit of mine. The present little volume will erect five of them into a book—a five-story paper mon-

ument." A very entertaining book it is, too, in which the personality of the devil is stoutly maintained, and many of the unaccountable things of every day life traced amusingly to his influence.

ON POETIC INTERPRETATION OF NATURE. By Prof. J. C. Shairp. New York: Hurd & Houghton. St. Louis: Book and News Co. \$1.

Among the headings of chapters in this delightful volume from Prof. Shairp's pen we cite the following: The Sources of Poetry; Poetic and Scientific Wonder; Will Science put out Poetry? The Mystical Side of Nature; Nature in Hebrew Poetry, and in Homer; Nature in Lucretius and Virgil; Nature in Chaucer, Shakespeare and Milton, and Wordsworth as an Interpreter of Nature.

Readers of his previous volumes, "Culture and Religion" and "Studies in Poetry and Philosophy," will be glad to have this book, and will find in it the same hearty, healthy love of nature, the same wide sympathy with men of past and of present times, which charmed them in the others. It is a book to be read often and lovingly, to be studied and thought over until its healthiness of tone becomes a part of one's life.

ENGLISH HISTORY IN THE 14TH CENTURY. By Chas. F. Pearson. New York: G. P. Putnam's Sons. For sale by Gray, Baker & Co. Price, \$1.25.

Towards the end of the thirteenth century England was perhaps the best ordered and most prosperous State in Europe. The three-quarters of a century passed in comparative peace had doubled the population and more than doubled its wealth. The author of this book has attempted to give a brief outline of the history of the fourteenth century in England, and has succeeded in placing before the public a very concise and comprehensive work.

HISTORY OF THE MIDDLE AGES. By Sutherland Menzies. New York: G. P. Putnam's Sons. St. Louis: Gray, Baker & Co. \$1.

We have here the history of Europe from the fall of the Western Empire to the time of the Reformation. During this epoch, to which the term "Middle Ages" is given, the culture of letters and arts may be considered as having been nearly suspended, until the dawn of their revival at the end of the thirteenth century. In place of the republics of antiquity, and the monarchies of our own era, a peculiar organization was established, termed "Feudalism," that is, the domination of the nobles.

Although there were kings in almost every country in Europe during its existence, the military chiefs really reigned. Everything, therefore, differs between that epoch and those that went before or followed after it. The pictures and maps are well adapted to help the scholar and the general reader.

FIRST LESSONS IN LATIN. By Ellsha Jones, M. A. Chicago: S. C. Griggs & Co. St. Louis: Gray, Baker & Co. \$1.50.

These lessons are intended as a practical drill-book for the beginners in Latin. The order of the grammars is not followed, the verb being introduced early and made to alternate with the declensions, so as to give greater variety to the character of the sentences. The use of blackboards is urgently recommended. The work is presented in good shape by the University Press of Cambridge, and the vocabularies are very full and complete. The plan is practical, having been in use by the author for over seven years.

REMINISCENCES OF FROEBEL. By Von Bulow. Translated by Mrs. Horace Man. Boston: Lee & Sheppard. St. Louis: Gray, Baker & Co. Price, \$1.50.

We believe that Friedrich Froebel may be called the father of the kindergarten, and these reminiscences of his life by his friend Von Bulow are full of interest. To these there is added a short sketch of his life by Emily Shirsoff, which is a very interesting account of his efforts and many discouraging failures to bring the people up to his idea of the education of children. To teachers of all kinds, and especially to those engaged in kindergartens, this book cannot fail to be of especial interest.

THE WINE BIBBER'S TEMPERANCE SOCIETY. Boston: Lee & Sheppard. For sale by Book and News Co.

A very interesting temperance story: something out of the ordinary style. Deacon Simplemore, a total abstinence man, and member of a society where those only are admitted who sign the pledge for life, goes to Mr. Fellebrown, a temperance man, and tries to convert him to his way of thinking, but Mr. F. says that the comparative failure of Deacon S.'s society, is owing to the bigotry and fanaticism of its members, and proposes to start a society where all who believe in temperance are admitted, whether they sign the pledge or not. Such a society is formed, and the result is that unpledged temperance men, moderate drinkers, hotel keepers, saloon keepers and bar keepers are convicted by their own arguments, and all become total abstinence men in the end. The little volume contains many interesting arguments and suggestions, and will be read with profit by all.

THE WORLD'S PROGRESS. A Dictionary of Dates. Edited by G. P. Putnam. Revised and continued by F. B. Perkins. New York: G. P. Putnam's Sons. St. Louis: Gray, Baker & Co. \$4.50.

This is the twenty-first edition of this standard work, and has been brought down to date by F. B. Perkins. Even to those who possess the edition of 1867 this will be of value by reason of the many additions. As a compact manual of reference to the world's progress in arts, literature, and social life, as well as in politics and government, it is unequalled.

WORCESTER'S DICTIONARY. Philadelphia: J. B. Lippincott & Co. St. Louis: Gray, Baker, & Co. \$10.

The recent printers' strike in New York had one good result—that of leading the New York Tribune to fall into line with the other great dailies, and adopt Worcester as the standard. This was done at the request of Bayard Taylor, Geo. Ripley, and others of the regular staff.

In spelling, Worcester has long been the standard for the Government printing office, and by such writers as Longfellow, Lowell, Bancroft, Prescott, &c., and of the Riverside Press at Cambridge.

The copyright has recently come into the hands of J. B. Lippincott & Co., and without doubt will be pushed with the energy that characterizes that house.

MODEL SECOND READER. Chicago: Geo. Sherwood & Co.

J. Russell Webb has given us an admirable book. The directions to teachers are excellent. The matter and the method will delight all pupils.

HOW TO TEACH. Cincinnati: VanAntwerp, Bragg, & Co.

This is a valuable book for teachers in

all the departments of graded schools. The authors stand among the first educators now living.

THE REIGN OF LOUIS XI. By P. F. Willett, M. A. New York: G. P. Putnam's Sons. For sale by Gray, Baker & Co. Price, \$1.

This little book gives the reader a connected, a clear, and a tolerably full account of the events and the nature of a reign which left France a consolidated and powerful nation, fully prepared for the part she was destined to play in the great struggles of the next century. Many distinguished authors have written long and complete accounts of this part of French history, but there are many who cannot obtain these large works, and to those this little volume will be especially acceptable.

LABRADOR SKETCHES.—In a series of sketches, thirty-two in number, the artist has brought out so vividly the barren and desolate scenery of Labrador, that we can honestly say we do not long to go there on our next summer's vacation. The sketches are well drawn, and to lovers of coast scenery they cannot fail to be interesting and instructive. A good map of the eastern coast of Labrador, taken from the British Admiralty and United States surveys is also given.

The above are called "Pen and Ink Sketches of the Coast and Harbors of Labrador," by Geo. E. Gladwin. Worcester, Mass.: Geo. E. Gladwin. \$3.

THE "National Quarterly Review," under the editorship of David A. Gorton, D. D., shows no decline from the high position it had won under the care of the late Edward I. Sears, D. D.

The October number, now before us, has a very able article on "The Civil and Military Administration of Gen. Grant," which, while not antagonistic, certainly finds less in Gen. Grant to admire than is usually credited to him. The other articles are, "The Influence of Caste on Western Europe," "German Novels and Novelists," part second; "Oriental Christianity," "Harriet Martineau," "Odd Customs in Old Families," and the usual amount of notices and criticism. The subscription price is \$5 a year. Single numbers, \$1.25. New York: David A. Gorton & Co.

Books Received.

From J. R. Osgood & Co: "The Story of Avis," by Elizabeth Stuart Phelps. \$1.50. "Underbrush," by Jas. T. Fields. \$1.25. Holmes' Poems, household edition. \$2. "Household Education," by Harriet Martineau. \$1. "Biology," by Rev. Joseph Cook. \$1.50. "Choice Autobiographies," 3 Vols., \$1.50 each. "Titan," 50c.

From the Catholic Publication Society Co.: "Miscellanies and the Independence of the Holy See," by Archbishop Manning. \$2.

From Estes & Lauriat: "Our Common Insects," by A. S. Packard, Jr. \$1.50. "Forbidden Fruit," from the German of Hacklauder. \$1.50.

From Roberts Bros.: "The French Humorists," by Walter Besant. \$2.

Littell's Living Age for the week ending October 13, contains the beginning of a serial by the author of that charming story "Patty," besides the usual amount of other interesting and valuable matter. A new volume began with October. Published by Littell & Gay, Boston.

Publishers' Notes.

Jas. R. Osgood & Co. will publish the first volume of their "Art-Biography Series" soon, which promises to be the most successful of their late announcements. The series will include the lives of some thirty artists, prepared by Mr. M. F. Sweetser, who wrote the excellent guide books published by this house, and who has the best facilities and qualifications for this work. The first volume, on "Titian," contains, in 160 pages, a table of contents, Life of Titian, list of his pictures with their location, and an excellent index. The size is that of the "Little Classics," and the price only 50 cents per volume. Raphael, Murillo, and Durer will be the next of the series in the order named.

The second of the "Autobiographical Series" will be "Lord Herbert of Chesham and Thomas Ellwood," in one volume, to be published soon. At the same time they will issue the new editions of Mr. John J. Piatt's "Western Windows," and "Landmarks." These volumes received the highest praise when first published. *Harpers' Magazine* declared "his poetry as pure in expression as it is life-like in description and elevated in sentiment"; and of "Western Windows" James Russell Lowell wrote in the *North American Review*: "In his general choice of subjects, and mode of treating them, we find a native sweetness and humanity, a domesticity of sentiment, that is very attractive. Whoever likes simple thoughts and feelings simply expressed as much as we do will like this book."

Rev. Joseph Cook's "Lectures on Biology" have reached a sixth edition; Miss Howard's "One Year Abroad" a third edition, and the orders are still ahead of the supply; and Rev. T. Starr King's "Christianity and Humanity," a second edition. The last-named volume, it is said, owes its publication to the liberality of a Boston gentleman, a great admirer of Mr. King, who advanced the funds for its compilation and publication.

Jansen, McClurg & Co. will soon issue under their own name "Tales of Ancient Greece," by the Rev. G. W. Cox, M. A., late scholar of Trinity College, Cambridge. This work, which is now in its third edition, was originally published by the Longmans of London, and has been received with unbounded favor in England.

Coleridge and Keats, in two volumes, will form the October issue in the new Riverside Edition of the British Poets; Burns in one volume, in the November issue, and Byron in five volumes, to be issued in December.

The publishers of the *Atlantic Monthly* have added to "The Atlantic Portraits" a beautiful life-size portrait of John G. Whittier. It is the work of Mr. J. E. Baker, the artist who made the companion portraits of Bryant and Longfellow, and is an excellent likeness. It is supplied to subscribers of the *Atlantic* for one dollar, and they will never have a better opportunity to secure so valuable a picture.

The *Biography of Alfred De Musset*, (Roberts Bros.) makes a very attractive volume of over 300 pages, and is a most ardent and affectionate defense, by a loving brother, of the immoral, vain, and wasted life of a brilliant and talented man. "A model," says the translator, "in many respects, of what a biography ought not to be." "But who would care to read a brother's memorial of a life so brief and troubled, a nature so richly endowed and in many ways so winning if it were dispassionate?" And herein the very charm of the book lies; he admits his brother's faults, but claims that he was generous

and handsome, and that his talents covered all his moral obliquity, which indeed in the eyes of a Frenchman does not amount to sin. The volume will be found most delightful reading.

Messrs. Griggs & Co. promise a new book entitled "Echoes from Mist Land," being a prose reproduction of the famous Nibelungen Lied. It is a work which will be enjoyed by that entertaining person, the general reader, and prove of special value to all interested in the hero days of the past.

Messrs. Griggs & Co. have sold as many as 60,000 copies of Prof. Matthews' works, a sale almost unprecedented we believe in the annals of belles lettres.

G. P. Putnam's Sons will soon have ready the new volume of that industrious writer, Richard A. Proctor. It will form a large octavo, issued under the title of "Myths and Marvels of Astronomy," and will treat of such topics as Astrology, The Religion of the Great Pyramid, Swedenborg's Visions of the Other World, Suns in Flames, Comets as Portents, The Lunar Hoax, Astronomical Paradoxes, Astronomical Myths, the Origin of the Constellation Figures, &c. All that Mr. Proctor writes, however fanciful, is based on sound scientific knowledge, and he is an exceptional instance of an author who while making each year important contributions to the science of astronomy, has done perhaps more than any other writer to popularize its study among unscientific persons. The same publishers have nearly ready a novel by Dutton Cook, under the title of "Doubleday's Children," which is making a very favorable impression in England.

Cassell, Petter & Galpin, New York, present the following:

"Cassell's New Illustrated Catalogue for 1877," containing over 100 exquisite engravings by eminent artists, and forming in itself a fine-art volume worthy of a place on every art lover's table. Royal 4to, 64 pp., \$1.

"Goldsmith's Poems," and "The Vicar of Wakefield." Cheaper edition. With 108 illustrations. Royal 8vo, 378 pp., cloth \$2 50, full gilt sides and edges \$3.

"Dictionary of Cookery." With numerous engravings and full-page colored plates, containing about 9,000 recipes. 1178 pp., royal 8vo, half roxburgh, \$6 50.

"Common Sense Papers on Cooking." By A. G. Payne. With illustrations. F cap 8vo, 256 pp., cloth, gilt edges, \$1 25.

"Great Painters of Christendom." By J. Forbes Robinson. With many illustrations. Royal 4to, 448 pp., cloth, full gilt sides and edges, \$20.

"Illustrations of English Religion." By Prof. Henry Morley. Being Vol. 2 of Cassell's Library of English Literature. Illustrated throughout with engravings from original manuscript, &c. Extra crown 4to, 448 pp., cloth, \$5.

The articles in "The Nineteenth Century" for October, that have best pleased us, are the Hon. W. E. Gladstone's essay on "The Color-Sense"—or rather lack of it—in Homer; Prof. J. A. Froude's fifth paper on "The Life and Times of Thomas Becket," in which the death of the archbishop is graphically sketched; the spirited protest of Prof. Sidney Colvin against the so-called restoration of old buildings, and the review of Archbishop Trench's poems, by Frederic W. H. Myers. The "Modern Symposium" is finished, and other articles of value are given.

This review should have a wide circulation among cultured people, now that it can be had from the authorized agents in New York, the Wilmer & Rogers News Co., at nine dollars a year. This company

are also agents for the "Contemporary Review," and receive subscriptions and orders for all periodicals published in Great Britain and Ireland.

The great book, which will be the success and sensation in the highest literary circles, will be the Memoir and Letters of Charles Sumner, already announced. The work will be in two volumes, octavo, with two newly engraved likenesses. Beginning with an account of his ancestry, his grand-father and father, the Senator's boyhood and education at the Boston Latin School, Harvard College and Law School, are traced from abundant materials. Several of his letters, and those of his father, describing him in his youth, are given, as well as an account of his intimacy with Judge Story and Prof. Greenleaf; his visit to Washington in 1834, and his attendance on the United States Supreme Court and Senate, where he heard Webster, Calhoun and Clay. His early professional life, as the partner of George S. Hillard, with Theophilus Parsons, Rufus Choate, Horace Mann, P. W. Chandler, and other eminent lawyers as office neighbors; his friendships, at this time, with Longfellow, Felton, and Dr. Lieber, are described. Over 300 pages are filled with an account of his remarkable career in Europe during his visit in 1838-40, the materials being derived from his journal and letters, covering his attendance on the French courts and the famous schools of Paris; his visit to England and his intimacy with all the *litterati* of the time; his studies in Italy and his life in Germany; his professional career after his return in 1840, and the subjects which engaged his attention and directed his course up to the time of the delivery of his oration on "The True Grandeur of Nations," July 4, 1845,—all receive full attention.

Messrs. Roberts Bros., Boston, will have these volumes ready Nov. 1.

IOWA.

Official Department.

BY C. W. VON COELLN, STATE SUPT.
Editors Journal:

Sundry Rulings.

1. Unless the by-laws of the board decide otherwise, a person is not elected without receiving the majority of all the votes cast. By special order of the board, plurality will elect.

2. Public records are public property, and they are open to inspection at any time by any citizen. No public officer can refuse examination of the records; but he is their custodian, and being charged with their safe-keeping, he may maintain their possession.

3. The party doing damage to school property is responsible for the same. The teacher is bound to exercise reasonable care to protect and preserve school property, and failing to do so may be held liable for damages sustained.

4. The district township is bound by the contract of a sub-director, when made according to instructions by the board. XXXV. Iowa, p. 364.

5. If the electors, at the district township meeting on the second Monday in March, direct that any additional branches shall be taught in any or all of the schools in the district township, their action is *mandatory*,

and the board are bound to endeavor in good faith to fulfill the wishes of the electors. Failing to do so, the board can be compelled by *mandamus* to show reason why they have not complied with the request of the electors.

6. All residents between 5 and 21 are to be enumerated. Whether a student at college is a *bona fide* resident at that place or not, depends upon the facts. If he has a home elsewhere, to which he expects to return, his temporary residence at the college will not entitle him to be numbered with the school population.

7. At the annual meeting in March, the electors may vote to transfer money in the school house fund unappropriated, to the other funds, or to either. See section 1717, clause 2. Any other mingling of funds is a violation of law.

8. If the public, with the knowledge of the owner of land, has claimed and continuously exercised the right of using the same for a public highway, for a period equal to that fixed by the statute for the limitation of real actions, a complete right to the highway thereby becomes established against the owner, unless it appears that such use was by favor, leave, or mistake. XXII. Iowa, p. 457.

"Under the Iowa statute of limitations, ten years' use of a highway by the public, under a claim of right, will bar the owner of the soil." XIX. Iowa, p. 123.

9. During the pendency of an appeal, all matters must remain in *statu quo*, and this can be enforced by writ of injunction. Also, during such time, no opinion relating to the case will be given to interested parties, by this department.

10. The approval of the teacher's contract by the president is a *mandatory* act, which he cannot refuse to perform, unless the contract is drawn at variance with instructions from the board, or otherwise violates law.

11. If the boundary between an independent district and a district township is the line of the civil township, it cannot be changed. But if the independent district includes a portion of a civil township, the remainder of which constitutes a district township, the boundaries can be changed.

DES MOINES, IOWA, 1877.

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X-3 12

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CENTREVILLE HIGH SCHOOL, July 23, 1877.

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Somewhat more than two years ago, we purchased one hundred of your Patent Gothic Desks. We are greatly pleased with them. Not only do they admirably economize space, and sustain the back of the pupil by their peculiar and judicious construction on physiological principles, but there is one quality of which I would particularly bear record—their indestructibility. Not one breakage has occurred among them all. Success to them and to your enterprise in Texas, is our invocation.

Very truly yours,

PROF. C. P. MCCROHAN.

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Pullman Palace Sleeping Cars and Elegant Day Coaches on all trains. The only direct route via

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All communications addressed to this office will be promptly answered. H. L. HALL, Gen. Northwestern Pass. Ag't., St. Louis, Mo. 19-9c

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Preparatory, Elementary and Scientific. A Diploma from either course equivalent to State certificate.

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OFFICE COUNTY SUPT. PUBLIC INSTRUCTION, }
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Yours, respectfully, S. W. BURKE, County Supt. Public Schools.

J. B. MERWIN, St. Louis, Mo.

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Dear Sir—The *New Patent Gothic Desk* with *curved folding slat seat*, manufactured by you, has been on exhibition and in use at our institute, and I do not hesitate to pronounce it *perfect* in strength and durability. I earnestly recommend its use in all the schools in this country. Very respectfully yours,

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Respectfully yours, N. BASS,
County Superintendent, Montgomery County.

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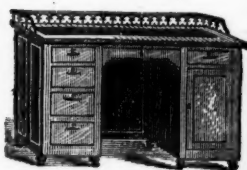
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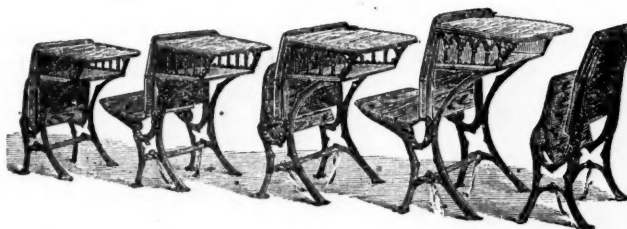
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THE PATENT GOTHIC DESK AND SEAT



Size 5.

Size 4.

Size 3.

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Back Seat.

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Very truly yours,

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Slated Paper 3 feet wide, \$1 per yard, any length required.

Directions for Use.

FIRST—Make the surface on which the Slating is to be applied as smooth as possible. Use sand or emery paper if necessary. It can be made perfect by filling any indentures with plaster of Paris, taking pains not to let the plaster set before it is put in, as it will crumble.

SECOND—For applying the Slating use a flat camel's hair brush, from three to fifteen inches wide—the wider the better. Price, per inch, 50 cents.

THIRD—Shake and stir the Slating till thoroughly mixed; and, that the surface may be even, in applying the Slating take as few strokes as possible, drawing the brush the entire width of the board, as it hardens quickly, and any lappings of the brush are visible after the slating is dry.

FOURTH—After the first coat, rub the boards smooth with emery or sand-paper (rubbing the grit from off the paper first), and then apply the second coat same as first. For re-painting an old Blackboard two coats will be sufficient. If applied to the wall, three coats.

Caution—No one has authority to advertise "Holbrook's Liquid Slating," as we have the exclusive manufacturing of it throughout the United States. Dwight Holbrook, the inventor, made the first liquid slating ever offered for sale, and though there are several imitations, none can produce the

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It is the only surface that will not glaze.

N. B.—Thousands of testimonials like the following, received in proof of superiority of this article. James F. Slade, County Superintendent of St. Clair county, Ill., says: "Nearly two years since, for the purpose of testing several of the various articles used in the making of Blackboard surface, five or six different preparations were used in repairing our boards and making new Blackboard surface; and, now that sufficient time has elapsed to enable me to judge of their merits, I have no hesitation in saying that Holbrook's Slating is by far the best. It does not become glossy, crack or scale off. I can further affirm that it does improve, as you claim it will, by use. Of all the preparations thus tested, yours has given, and continues to give, entire satisfaction. For this reason I shall take pleasure in recommending it as I may have opportunity."

J. F. SLADE."

It will Last Ten Years.

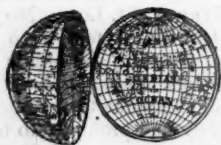
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Wood Stand, Plain,
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NEW 5 INCH GLOBES.

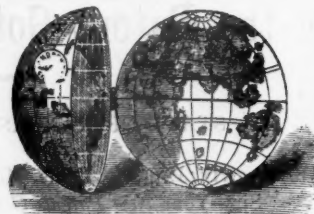


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NEW 6 INCH GLOBES.



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New Eight Inch Globes.



Low Bronzed Stand, complete.

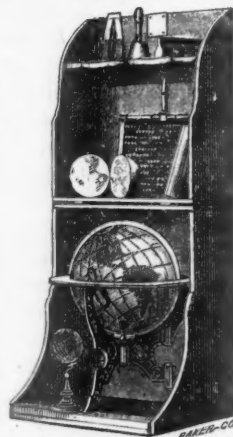
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Cases furnished which open (see cut above) when globe is in use, but close and are locked, preserving the globe from dust or wear for years.



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Library Globes, 12, 18, and 30 inches in Diameter, on Handsome Carved Walnut Stands, \$50 to \$150 each. For Globes. Maps, Charts, Liquid Slating, and everything else needed in a school room, address with stamp for price List and Circulars. Please order by numbers.

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